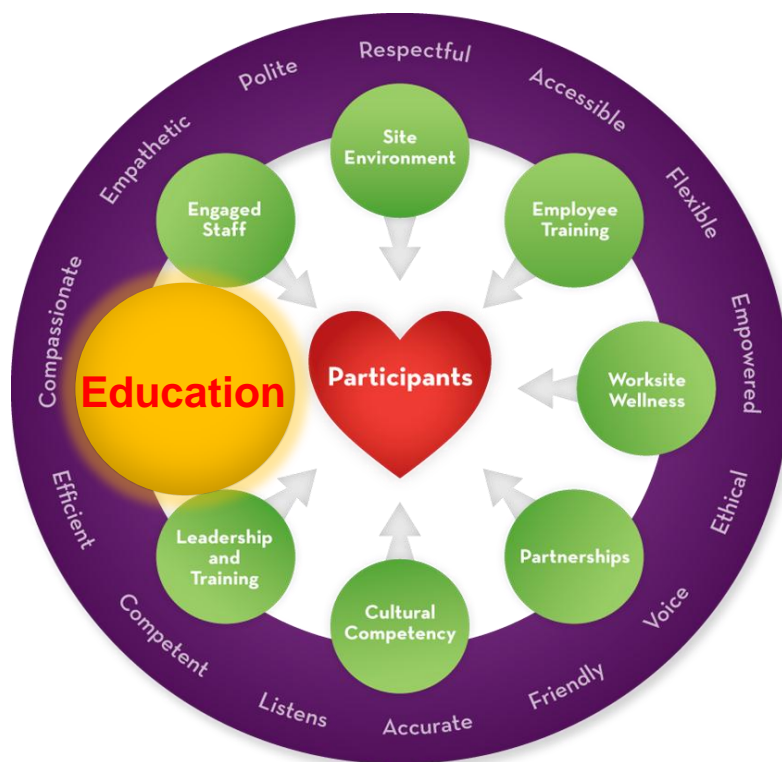# Ambivalence and Collaboration

Participant Centered Education

Facilitator's Guide

This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

AMBIVALENCE AND COLLABORATION

This module is an overview of ambivalence and ways to lessen participants arguing or push back. An educator may encounter push back at any time in a session, particularly when we try to give advice or information.

Trainer's Notes

<u>Purpose</u>:

To introduce or reinforce the concept of collaboration and to explore the effects "resistance" on counseling

<u>Objectives:</u> By the end of the session, staff will have:

- Experienced what it's like to "push back" against pressure to change something they feel ambivalent about.
- Identified ways to increase participant collaboration and decrease "push back"

<u>Directions</u>:

- Make t-chart ahead of time: On the right side, draw a picture of a cloud. On the left side, draw a picture of a sun
- Consider asking a volunteer to record comments about "what works" and "what doesn't work" while you facilitate parts 3 and 4
- You may want to ask ahead of time for volunteers to be the sun, the wind and the person with the jacket for the "skit" in part 5

<u>Materials</u>:

- "Ambivalence and Collaboration" Trainee Workbooks
- Jacket and Hat

<u>Room Set Up:</u>

- Staff seated at tables or in small groups

1. The Urge to Push Back: Activity 1

Say: *Today we are going to explore some of the most important principles of Motivational Interviewing - a way to do individual education that helps support behavior change. Before we start, I'd like to have you try something. Think about someone you are close to (family member or good friend). What is one behavior you wish they would change?*

INSTRUCTIONS
Wait for them to think of someone and the specific behavior.

Say: *"Pair up with a partner"*. **Look** to see if everyone has a **partner** – if there is an odd number of people, consider partnering with the "odd person".

Say: *Now gently **press the palm** of one of your hands against the palm of one of her hands.*

Imagine that this is the person you would like to change.

*The way you will get them **change their behavior** is by **pushing as hard as you can** against their hand. When I say "go" start pushing.*

INSTRUCTIONS
Say "**Go!**" and let pairs **push their palms together** for a few seconds and then **tell** them to "**Stop!**"

Ask: *What did you notice about this activity?*

Say: *In many ways, this is the essence of PCE – the more we try to push people to change, the more they want to push back. In PCE, we try to guide change without forcing it.*

2. Arguing for change and ambivalence: Activity 2

Say: *Now we'll try another activity about resistance. In a moment you'll have a chance to talk about "Something You Feel Two Ways About".*

This should be about something that is meaningful to you but not too sensitive to share with your partner.

INSTRUCTIONS
Tell the pairs to decide who will be the first speaker. **Wait** for them to decide.

Say: *The speaker's job is to explain **why they feel two ways.** The listener's job is to **convince the speaker to change** their feelings. They can do this by arguing, using logic, warning them, ordering them, giving advice, or any other way they can think of.*

INSTRUCTIONS
Allow pairs to talk 2-3 minutes. Then ask them to switch roles.

Ask: *"What did you notice about this activity?" "How did it feel to be the speaker?" "How did it feel to be the "convincer"?*

Say: *In PCE we understand that trying to convince someone to change often increases their urge to push back, and makes them less likely to change.*

Say: *Feeling two ways about something is called "ambivalence". Everyone feels ambivalent about some things. Usually these are things we would like to change, but find it hard to do so. Take a moment to think about some other things in your life that you feel ambivalent about.*

What Works? ☀ | What Doesn't Work? ☁

The Participant Centered Approach

The participant, not the educator, is responsible for change.

Most changes come from the heart, not the head.

The ability to change is within everyone.

Telling someone why or how they should change often increases her desire to resist change and defend herself.

What someone SAYS can influence what she DOES. PCE encourages participants to talk about their own reasons for change.

The educator encourages talking about change, by using an empathetic style based on cooperation, warmth and non-judgment.

The educator guides the session by carefully listening, helping the participants sort out her motivations, possibly adding small amounts of key information, and expressing confidence in the participant.

When done well, PCE is like a dance, with the counselor gently and gracefully leading the participant.

Most people feel conflicted about some behaviors – PCE can help explore this

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3. Ways to increase collaboration and decrease the urge to push back: Activity 3

Say: *Now, let's think about a typical WIC education/work situation …*

In small groups, please consider the question: "What do we do that may make a participant push back or argue during counseling?" Make a list of your ideas.

INSTRUCTIONS
Allow each table few minutes or so. Then ask for their ideas and record these on the "What Works" side of the t-chart. (Invite a volunteer to write for you.) **Review** the comments.

Say: *Next, consider the opposite question: "What do you currently do in your counseling (or other activities) that works well to help your participants/clients change?" Call out and we'll record your responses on the "sunny" side of the chart.*

INSTRUCTIONS
Allow each table few minutes or so. Then ask for their ideas and record these on the "What Doesn't Work" side of the t-chart. (Invite a volunteer to write for you.)

4. The Participant-Centered Approach: Activity 4

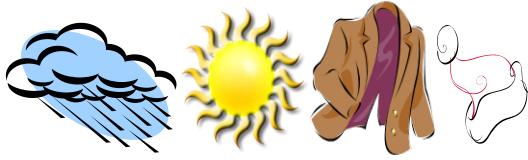**Say:** *Now let's look at some of general information about PCE in your workbook.*

INSTRUCTIONS
Invite volunteers to **read aloud**. Invite all to **circle/highlight** what stands out for them.

Ask: *What did you circle or highlight?"*
INSTRUCTIONS
Discuss the handout. **Ask** what questions anyone has about these ideas.

5. (Optional) The Story of the Sun and the Wind: Activity 5

INSTRUCTIONS
Invite 3 volunteers to come up to the front of the room. One volunteer will wear **a jacket and hat**. The 2nd will be the **"wind"** and the 3rd will be the **"sun".**

Say: *This is the story of the "Wind" and the "Sun". One day the Wind and the Sun were arguing about which of them was most powerful. So they decided to have a contest. Just then a person wearing a coat and hat appeared.* (Point to the person wearing the jacket and hat).

The Wind said, "Let's see which of us can get that person to remove her coat and hat. "OK", said the Sun.

"Then the Wind starts blowing and blowing (encourage the "wind" to "blow"). *This only makes the person wrap the jacket more tightly and pull down their hat.* (Encourage the "person" to play along). *No matter how hard the Wind blows he can't get the person to take off their coat and hat."*

Then the Sun said, "OK, my turn". He starts shining (encourage sun to play along). *The person starts to loosen her coat. With a bit more heat then she gradually starts to take off her jacket and hat.*

(After the "person" removes the coat and hat, thank all 3 volunteers and let them sit down.)

Ask: *How do you think this may apply to the way we work with our participants?*

What questions do you have about the PCE approach?